



Designing for Success 2018-2019: Strategic Planning Phase I
End-Of-Year Report
DUE: June 28, 2019

Working Group/ Subcommittee: Designing the First semester course

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Please refer to your original goals and those revised for spring 2019. Please submit no more than 3-5 pages (exclusive of attachments) to Interim President Wilks at kwilks@bmcc.cuny.edu by June 28, 2019.

KEY RESEARCH/ ANALYSIS/ EVIDENCE DRIVING YOUR WORK

(cite specific documents where possible)

There is a lot of research about the effectiveness of such a course.

Most literature on student success courses posits that these courses increase students' attachment to college by helping them develop relationships and institutional knowledge, and that this process helps students to become integrated into the institution, and ultimately, to persist.

Here is some evidence:

Community College Research Center at Teachers College, Columbia University did a study on Student Success Courses that provides valuable evidence:

<https://ccrc.tc.columbia.edu/media/k2/attachments/student-success-courses-for-sustained-impact.pdf>

Their survey of community colleges finds that 83% of community colleges offer such a course. This study had some very useful recommendations and results. Some of them are listed below.

Results:

1. Enrolling in student success courses is positively associated with short-term outcomes, such as credit accumulation, grades, and persistence.
2. Students in the lower two levels of remedial math appeared to receive larger benefits from enrolling in student success courses than students who enrolled in the highest level of remedial math.
3. Benefits of these courses, however, seem to fade over time. According to the CCRC study this is because: (a). the courses sought to address a wide range of topics in a limited number of class hours, they did not offer students sufficient opportunities to apply and practice important skills; and (b) the courses were isolated from the colleges' academic departments, so skills and lessons were not reinforced in academic courses.

Recommendations from this study include:

1. Narrow course content.
2. colleges could use disciplinary faculty to staff student success courses. Disciplinary faculty are acutely aware of the demands placed on new college students and would be better able than support services staff to contextualize skills and provide opportunities for practice within the course curriculum. Using disciplinary faculty would also help to bridge the divide between academic courses and student success courses
3. Teach the content of student success using strategies that emphasize application and sustained practice.
4. Instead of offering checklists, worksheets, and quick assignments, course materials should focus on helping instructors craft long-term, reflective, and interactive activities. Course materials might include guides for helping students link their career goals to majors and program planning, essay prompts for reflective writing, or discussion guides.
5. Success courses tend to be disconnected from academic coursework, which limits opportunities for disciplinary faculty to reinforce the knowledge students gain in success courses. Explicitly relating success course content to academic offerings can increase the likelihood that students will find the course content useful and know when to apply it. Disciplinary faculty should participate in developing learning objectives for success courses, and they should reinforce student success-related learning in their own courses. For example, academic faculty can contextualize time management and revision skills by requiring students to revise and hand in several drafts of an essay before the final version is due. Moving the location of student success course offices into an academic department may create more intentional linkages between academic departments and student support services.
6. Integrate student services functions to build and sustain students' progress toward specific student success learning objectives.

The recommendations and results point to developing a course that teaches college success skills in the context of the academic content which serves to reinforce the skills. They also point to using disciplinary faculty to teach the course with student support services integrated into the course.

We have looked at many different models for such a course. The LaGuardia model is perhaps the most suitable since it operates in within CUNY, though there are some very interesting aspects from other models that we would like to incorporate into this course. The following links provide examples that will form the basis for this course.

Overview of LAGCC's First Year Seminar: <https://www.laguardia.edu/myfirstyear/>

Social Science: Note that the First Year Seminar for this major fulfills a Pathways requirement and also that it is a **3-credit, 4 hour course:**

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/Social-Science-Humanities-Degree-Map.pdf

Psychology: It's also a 3-credit, 4 hour course:

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/Psychology-Degree-Map.pdf

Writing and Literature: 0-credit, 1 hour course called New Student Seminar:

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/Writing_Literature-Degree-Map.pdf

Business Management: When a major develops a specific one that is neither 0-credit nor a Pathways course and is designed to fit into their curriculum. This is the degree map for Business, which has a **2-credit, 3 hour course:**

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/BusinessAdmin-Degree-Map.pdf

Human Services: Human Services has students take a 0 credit, 2 hour course, First Year Seminar for Health Sciences:

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/Human-Services-Degree-Map.pdf

Childhood Education: Another 3 credit, 4 hour course that fulfills Pathways:

http://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Degree_Maps/Childhood-Ed-Degree-Map.pdf

In addition, there are other models that can provide useful info/help as we develop our course.

Monmouth University incorporates the academic skills and navigating being a college student into a seminar course where students learn various special topics in their major. The course is academic and counts towards the Gen Ed requirement across different majors:

<https://www.monmouth.edu/gened/first-year-seminar/>

Other similar courses:

Manhattan College: <https://manhattan.edu/academics/schools-and-departments/school-of-liberal-arts/majors-and-minors/first-year-seminar.php>

Mesa Community College: <https://www.mesacc.edu/students/foundations-student-success/first-year-experience>

College of Charleston: In 2018 College of Charleston's FYE ranked nationally in top 12 by US News and World Report: <http://fye.cofc.edu/>

A learning communities approach to this course is also an interesting model:

<http://fye.cofc.edu/courses/fall-2018.php>

University of Dartmouth: <https://www.umassd.edu/fycm/>

Given the challenge of incorporating this course into a 2-year curriculum, perhaps using other community college programs as the model might be more effective.

WORK COMPLETED/ GOALS ACCOMPLISHED IN 2018-2019

(list specific practices, processes, policies, and/or documents completed; attach documentation where possible)

We divided our task into 2 categories. A. What should the first-year course look like? What are the course learning outcomes we are interested in? B. How will this course fit into the curricula for the different majors?

A. We have a set of Course Learning Outcomes (attached), however they need more input from the teams that will actually work to develop the pilots.

B. How will this course fit into the curriculum for the different majors? Will this be incorporated into the first Gateway course? Into one of the pathways buckets? Can we run this as a learning community? How many credits can it be?

1. We will use 3 academic and career communities to start with
 - a. Accounting, Business, and Economics
 - b. Behavioral and Social Sciences
 - c. Education
2. We have 3 different subcommittees with faculty from each of these academic and career communities. They are looking more closely to see how this course can fit into the curricula for some of the majors in that community

In the Accounting, Business, and Economics committee: the **Business Management** department is going to work on re-designing their BUS 104 course as a first year success course; and the **Economics** discipline will work on re-designing the ECO 100 course (which fulfills a Pathways requirement) and would also serve as Introduction to the Economics Major. It will be a 3 cr. 4hr course.

Lead Faculty for BUS 104: Mahatapa Palit

Lead Faculty for ECO 100: Sangeeta Bishop, Fabian Balardini

In the Behavioral and Social Sciences committee: the **Sociology** faculty would like to develop for their pilot as a 3- credit (possibly 4 hour) Social Science First Year Seminar that would fulfill a Pathways Curriculum requirement--probably Individual and Society but could also be U.S. Experience in Its Diversity. The academic content would focus on contemporary social issues or social problems. The course content would serve as context for developing academic skills outcomes like writing, basic quant literacy, critical thinking, communications, information/research skills etc. that are necessary for students studying sociology or a related discipline. An additional hour would be used as "lab time" for sessions with various student services functions, working on/practicing writing/literacy/basic quant skills, activities like library sessions, etc. For now, they are conceptualizing it as "Social Sciences" so that it could be flexible and available in the future to students in related majors like GWS, Ethnic Studies, or Liberal Arts.

Lead Faculty: Rifat Salam, Daryl Borck, Lane Glisson. Also including Judith Anderson, Amy Sodaro, and Marci Littlefield

The **Human Services (HUM) and Criminal Justice (CRJ)** programs within the Department of Social Services will partner to establish a first-year course/seminar for students under the umbrella of the CUNY Justice Academy (CJA) called Justice Academy Seminar [1-credit course]. The CUNY Justice Academy is a transfer-focused collaboration that links selected associate degree programs at City University of New York (CUNY) community colleges to baccalaureate degree programs at John Jay College of Criminal Justice. At present, both programs – HUM and CRJ – have articulation agreements with John Jay College, creating a seamless transition process for BMCC students, upon graduation (completion of required credits) from the junior- to senior-college. Students entering these majors will complete a 1-credit seminar course that will introduce majors to foundational knowledge, key concepts, and the scholarly practice of the social sciences, including but not limited to the following:

- Close examination of appropriate texts
- Familiarity with research methodology for the behavioral and social sciences
- Frequent exposure to BMCC and CUNY-wide library resources and services
- Critical analysis of historical and contemporary social justice issues
- Understanding the usefulness and purpose of underlying general social science theories
- Critical analysis of the ways in which theories translate to practice and policy; consideration of the associated consequences
- Cultivate opportunities for students to:
 - situate and contextualize their learning by making connections across disciplines, to prior learning, and to non-academic learning experiences, including co-curricular learning (from LaGuardia CC)
 - develop academic engagement skills (i.e. groupwork, peer review, study skills)
 - develop autonomous learning strategies (i.e. scaffolded assignments, in class writing to learn assignments)
- Guide students' exploration and collaboration across the contours of global diversity (from LaGuardia CC)

Lead Faculty: HUM: Lisa Rose

CRJ: Shenique Davis

In the Education Community: Music Education, Teacher Education, Health Education, and Child and Youth Studies are going to try to fit the new course into their majors as a 1 credit major requirement. The programs all have some elective credits from which to pull this 1 credit.

The new course will be modeled on what the ECE program is already doing with their ECE 110 course. The ECE program plans to uncouple the seminar course from the 3 credit ECE 110 lecture course, and the course will be lengthened from 8 to 15 weeks, and make it an earned credit instead of just a teaching hour. The TED department will lead the creation of the syllabus in June of this year, with input from the other programs. The plan is to pilot the program in the spring. The course will be housed in the TED department and will be taught by TED faculty.

Lead Faculty: Cara Kronen, Fred Solinger. Also including Jennifer Gilken, Robert Reed, Gloria McNamara, Lisa Grace

WORK NOT COMPLETED THAT IS RECOMMENDED FOR CONTINUATION IN 2019-2020, INCLUDING PROPOSED CHANGES TO PRACTICES, PROCESSES, AND POLICIES:

On plan for the AY 2019-2020:

Fall 2019

- 1. Revisit the Student Learning Outcomes for these courses.**
- 2. Design the syllabi for these courses that we have selected.**
- 3. Work with the registrar to get information about new incoming students in Spring 2020 semester.**
- 4. Work with AATC and FYE staff to develop the non-academic portion of the course.**

Spring 2020: Run pilots in the Spring semester. Share assessment and results with the college curriculum committee.

CONCERNS/ LIMITATIONS/ ISSUES TO ADDRESS GOING FORWARD:

- 1. The SLOs need to be reworked.**
- 2. Each new set of faculty becoming part of this project brings in new concerns. Faculty buy-in is not always easy.**
- 3. Involvement of governance in the project is of utmost importance and something that we need to start working on from Fall 2019.**
- 4. The chairs need to be informed of the project and their input must be sought.**
- 5. Need to develop assessment tools.**

Potential Learning Outcomes:

Students will learn to do a research project/paper related to their academic and career community from start to finish- this might include a trip to the library, creating an annotated bibliography, writing a research paper, engaging in a debate, or hosting a “town hall” style meeting, etc.

Students will learn about specific jobs and opportunities that are available in their academic and career community

Students will learn about and possibly learn how to use basic technology associated with their academic and career community- this could be audio/visual equip, specific research or data entry software, relevant programs, etc.

Students will engage in some type of experiential or service learning- this could be formal or informal and might include: attending conferences, field related events or conventions, book talks, meeting/interviewing people in the profession, job-shadowing, observation hours, fieldwork, etc.

Students will participate in at least X (we weren't certain) hours of co-curricular activities at BMCC- this could include attending a club, a book talk, joining a team, participating in student council, etc. At least one of these hours should be meeting with an academic advisor.

Students will develop global and intercultural fluency that will allow them to learn and work effectively with a diverse set of students and colleagues.

Students will be able to articulate how work within in their chosen academic and career communities can promote inclusion and diversity within greater society.

Students will articulate ways in which their work within their academic and career community can support and advocate for historically marginalized and underestimated communities.

Students will learn to negotiate workplace norms and expectations at different types of jobs within their academic and career communities.

Students will learn about media literacy, disinformation, credible journalism and academic sources, in support of the course's research project/paper.

Suggested Artifacts:

Students should produce one research paper/project somehow associated with their preferred career community.

Students should work on one group project where everyone in the group has a role and responsibility

Students should give at least one oral presentation tied to course outcomes and relating to their career community.

Students will create one formal business letter or email- this could be to someone in the field, a mock business partner, professor, future boss, etc.

Students will create an e-portfolio or similar work collection, to collect and display the work they create in this and each subsequent semester.

Students will engage in one project that uses technology relevant to the field or career community- this could be anything from creating a video/audio presentation, using a particular application or software, creating spreadsheets, using data sets, using SmartBoards, etc.